

# The Title I, Part A Schoolwide Plan Template Purpose and Directions








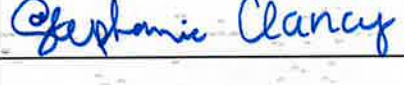
## Utah Title I Schoolwide Planning Template

**Part A: General Information**


**School Name:** Majestic

**LEA Name:**

**Title I Schoolwide Planning Team**

	Name	Signature
Principal	Marianne Johansen	
Title I facilitator or coordinator	Trudy Jack	
Faculty Member	Suzette Johnson	
Faculty Member	Shannon Diotaiuti	
Faculty Member	April Rudd	
Faculty Member	Nate Cluff	
Parent Representative	Heidi Hansen	
Parent Representative	Stephanie Clancy	
Community/Business Representative		

**Schoolwide Title I plan must be developed with the meaningful involvement and input of parents, other members of the community to be served, and teachers and staff who will carry out the plan.**

LEA Title I Director	Signature	Date
Marianne Johansen Principal		10/18/21

# Title I, Part A Schoolwide Plan Template

## Purpose and Directions

### Comprehensive Needs Assessment

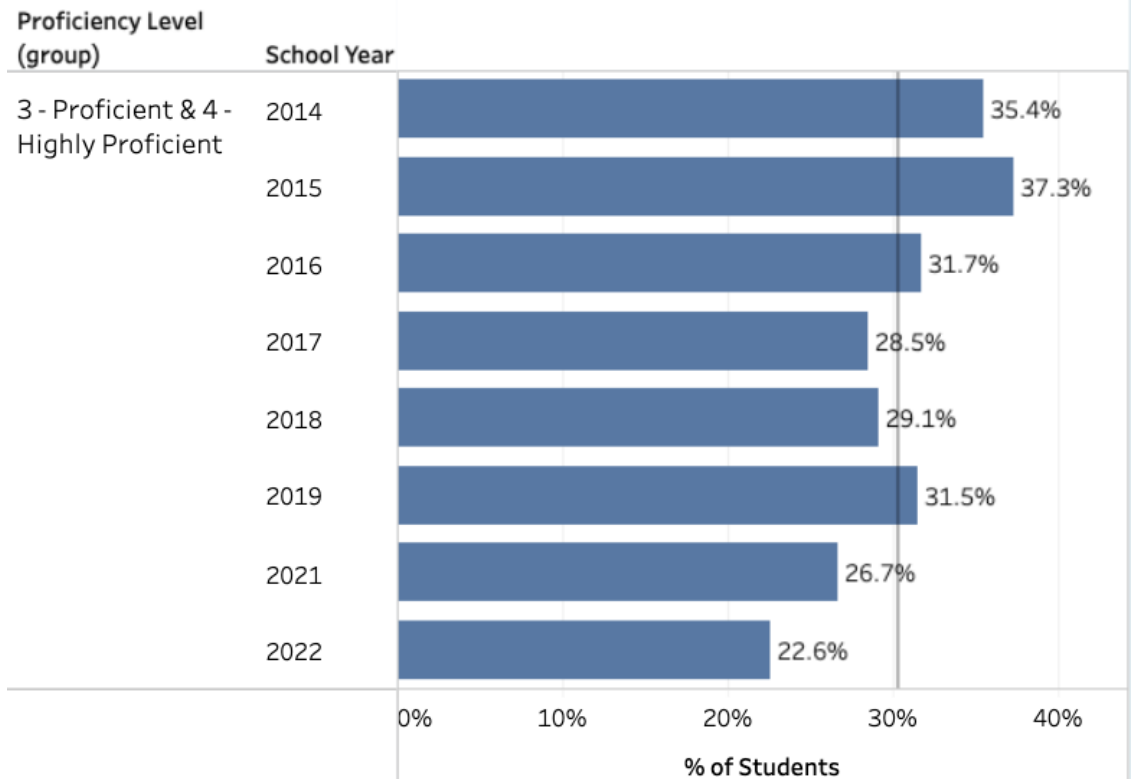
#### *ESSA Sec. 1114(b)(6)*

Schoolwide project schools must conduct a comprehensive needs assessment of the entire school, based on the information about the performance of students in relation to the State’s academic standards (Utah State Core Standards). Quality needs assessments include multiple sources of data. Some to consider are: Majestic has been identified by the Utah State Office of Education as a school needing improvement in subcategories of Students with Disabilities and English Language Learners. Therefore, there will be a targeted focus on those particular subgroups.

#### Student Achievement Trends

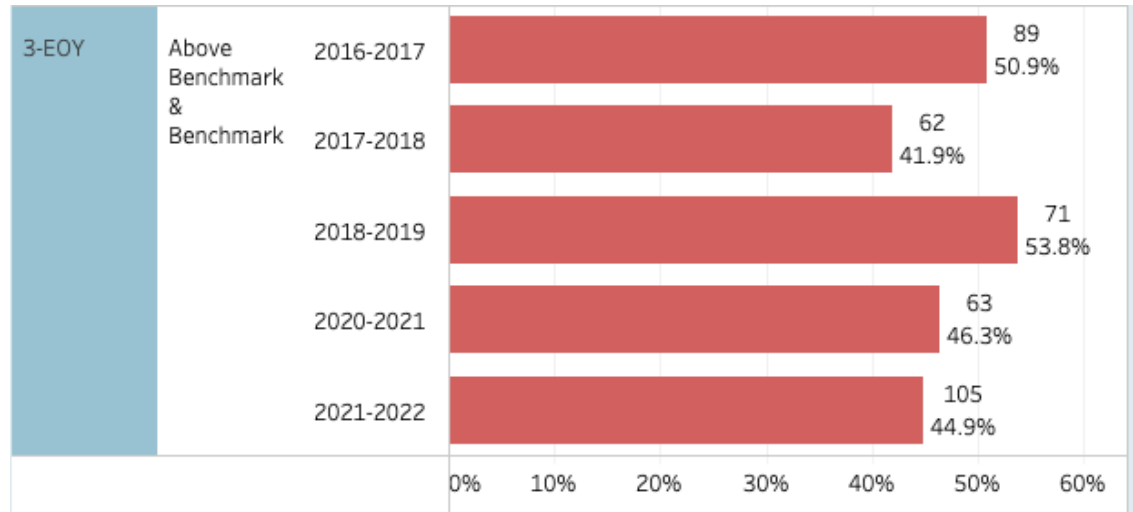
**Language Arts SAGE/RISE proficiency** scores indicate opportunity for improvement. This year there was a 4.1% decline in proficiency.

2013-14	35.4%
2014-15	37.3%
2015-16	31.7%
2016-17	28.40%
2018-17	29.10%
2018-19	31.80%
2020-21	26.90%
2021-22	23.30%



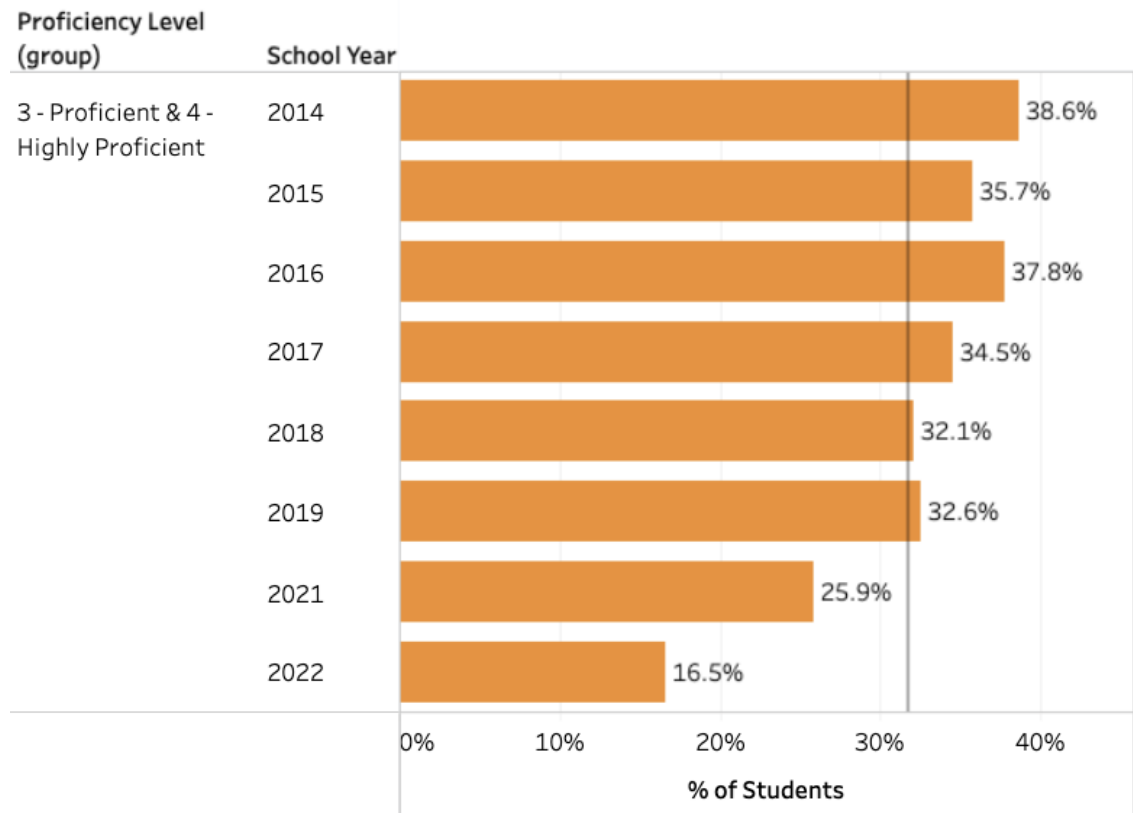
**ACADIANCE LITERACY GROWTH** scores show a decline in literacy growth OF 1.4%

2016-17 50.9%  
 2017-18 41.9%  
 2018-19 53.8%  
 202-2021 46.3%  
 2021-2022 44.9%



**Mathematics SAGE/RISE proficiency** scores show a decline of 9.4%

2013-14 38.6%  
 2014-15 35.7%  
 2015-16 37.8%  
 2016-17 34.3%  
 2017-18 32.1%  
 2018-19 32.1%  
 2020-21 26.1%  
 2021-22 17.1%

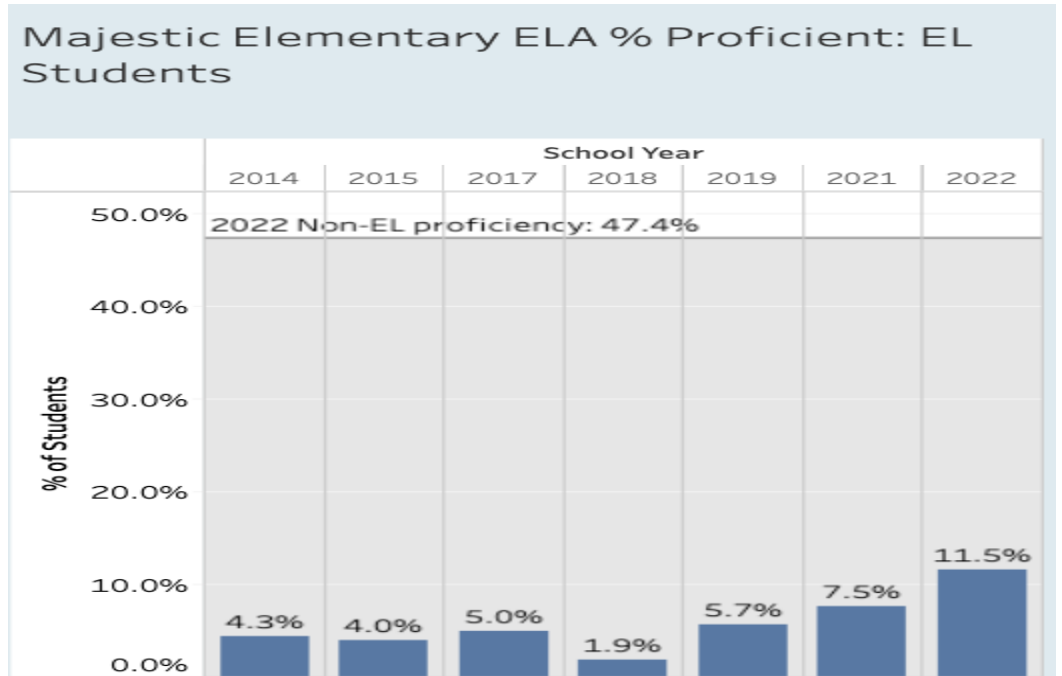
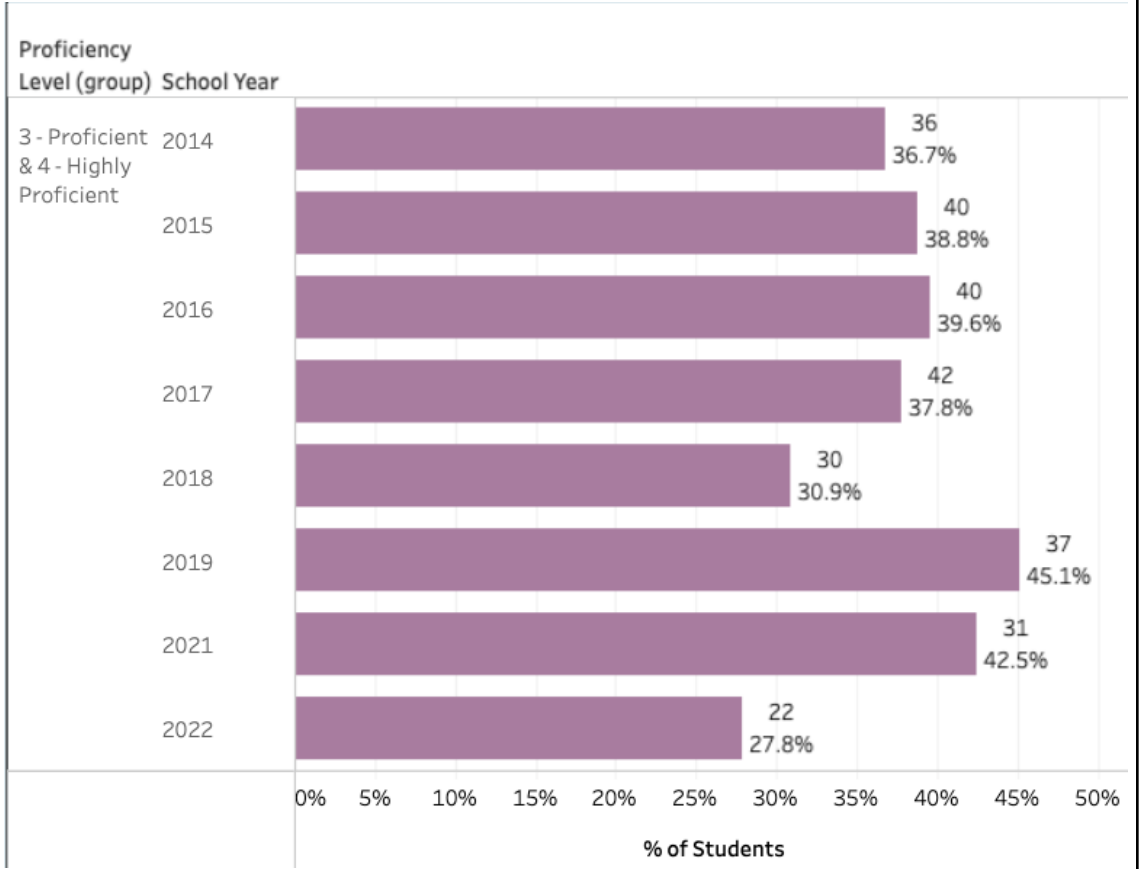


**Science SAGE/RISE** proficiency scores have shown a 14% decrease in proficiency.

2013-14 36.7%  
 2014-15 38.8%  
 2015-16 39.6%  
 2016-17 33.8%  
 2017-18 27.3%  
 2018-19 38.7%  
 2021-21 36.3%  
 2021-22 22.3%

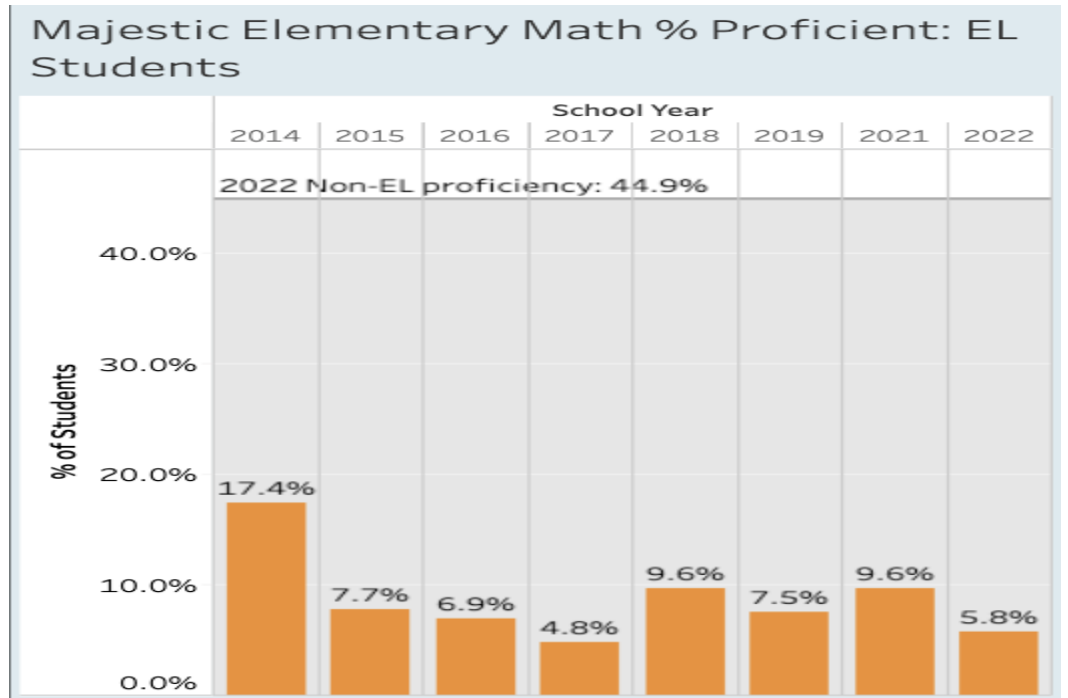
Opportunity for growth is noted in the subcategory of **English Language Learners in Literacy**. Data indicates an incline of 4% in Language Arts RISE proficiency scores.

2013-14 4.30%  
 2014-15 4.0%  
 2015-16 5.0%  
 2017-18 1.9%  
 2018-19 5.7%  
 2020-21 7.5%  
 2021-22 11.5%



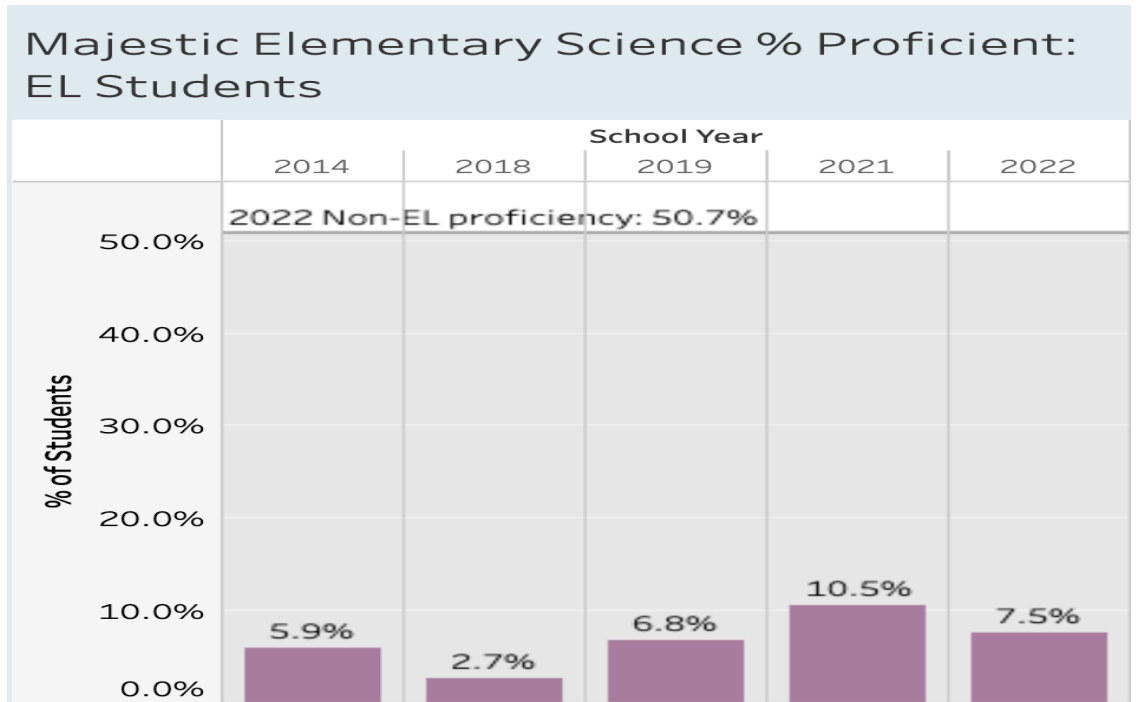
Opportunity for growth is noted in the subcategory of **English Language Learners in Mathematics**. Data indicates a trend that is declining. Last year there was a 3.8% decline.

2013-14 17.4%  
 2014-15 7.7%  
 2015-16 6.9%  
 2016-17 4.8%  
 2017-18 9.6%  
 2018-19 7.5%  
 2020-21 9.6%  
 2021-22 5.8%



Opportunity for growth is noted in the subcategory of **English Language Learners in Science**. Data indicates a decrease on 3%.

2013-14 5.9%  
 2017-18 2.7%  
 2018-19 6.8%  
 2020-21 10.5%  
 2021-22 7.5%

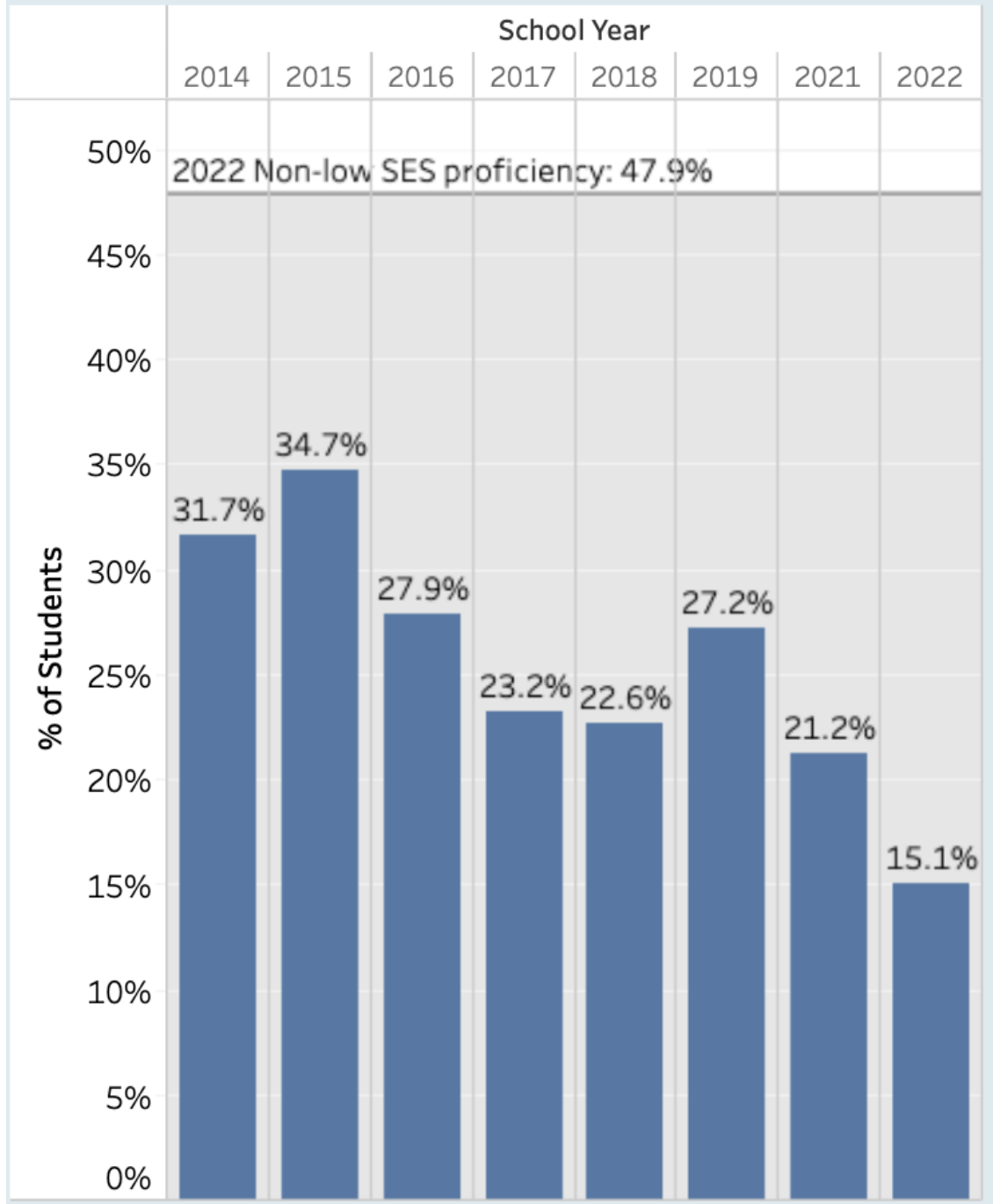


Opportunity for growth is noted in the subcategory of **Economic Disadvantaged in Literacy**. Data indicates a steady decline of 10.3% in Language Arts SAGE proficiency scores over the prior four years.

This year there was a 6.1% decrease in proficiency.

- 2013-14 31.7%
- 2014-15 34.7%
- 2015-16 27.9%
- 2016-17 23.2%
- 2017-18 22.6%
- 2018-19 27.2%
- 2020-21 21.2%
- 2021-22 15.1%

## Majestic Elementary ELA % Proficient: Economically Disadvantaged Students



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Demographic Data	<p>Majestic Elementary serves approximately 265 students from kindergarten through sixth grade. It is an intercity school within walking distance of all students. Majestic also serves the community with a preschool that has limited access to boundary students.</p> <ul style="list-style-type: none"> <li>● 63% percent of the students are on free or reduced lunch</li> <li>● 39% are Caucasian. 53% are Hispanic/Latino</li> <li>● 2% are African American</li> <li>● 5% are Pacific Islander</li> <li>● 4% of the students receive special education services</li> <li>● 38% of the students are English Language Learners</li> <li>● 15% of the students are homeless</li> </ul>
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School climate	Not completed due to Covid 19.
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Teacher qualifications: Majestic teachers are highly qualified and trained in data analysis, Explicit Instruction, and addend site-based and district trainings. They are eager to learn and willing to try best practices.	TEACHER	ESL	ENDORSEMENTS	LICENSE AREA
	J. Adams	Yes	Mild Moderate SPED k-12	ELE
	L. Blodgett	No	Music K-12	K-12
	I. Brimhall	No	Visual Art K-12	ELE K- 8

V. Cady	Yes	ESL	ELE
N. Cluff	Yes	ESL	ELE
D. Cole	Yes	ESL	ELE
V. Daniels	Yes	ESL	ELE
A. Douglas	No		ELE
S. Diotaiuti	Yes	ESL, STEM	ELE
A. Garnett	Yes	ESL	ELE
R. Jackson	Yes	ESL, Mild Moderate SPED K-12	ELE
M. Johansen	Yes	ESL	ELE 1-8 Admin/Supervisory K-12
S. Johnson	Yes	ESL, G/T	ELE
M. Kasper	No		PSYCH
M. Llewellyn	Yes	ESL	ELE
S. Moore	Yes	ESL	ELE 1-8 Admin/Supervisory K-12
O. Murphy	No	Music K-12	ELE K-8
L. Pettey	No		ELE K-8
P. Robb	Yes	ESL	ELE K-6
L. Ross	Yes	ESL	ELE
A. Rudd	Yes	ESL, Math	ELE
S. Scovill	Yes	ESL	ELE
D.Zoolakis	No		ELE



Instructional practices	Our instructional practices are focused on rigor in instruction and higher Depth of Knowledge questioning. The faculty is intentional on teaching explicit reading skills and applying problem solving strategies and critical analysis and questioning to real life situations. Science enrichment, computer and music classes are part of weekly rotations to ensure all students have opportunities for extra experiences. RTI rotations for math and literacy are provided daily. The RTI rotations used to reteach or pre-teach specific skills to provide greater opportunity for student success.
Other data determined by the school	Faculty will review monthly data on their progress monitoring and effectiveness of interventions of students to ensure student academic progress. Instruction will be adjusted based on evidence of student needs. ELL needs will be identified and progress will be monitored. Instruction will be adjusted to best support student learning. Additional support for MLs will be provided by our interventionist. Classroom observations will routinely be done to help teachers with classroom management, high student engagement, questioning that presses high levels of student thinking and problem solving. Weekly coaching meetings will be held with teachers to help them set bi-monthly goals to improve instruction with a goal to increase student academic achievement.

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**Schoolwide Reform Goals and Strategies Form**

**Literacy Goals**

SMART Goal	The goal for Majestic faculty, staff, and students is to increase student proficiency by 5% and to ensure a year’s growth for each student in Language Arts. Language Arts proficiency was 23% in 2021-22. The Majestic Literacy goal for Language Arts Proficiency for 2022-23 is 28%.
Strategies	<ol style="list-style-type: none"> <li>1. Build integrated lessons and common assessments, provide a master schedule for PLC and common planning time during science, media, art and music. Assistants and teachers will be hired as needed to support common planning time.</li> <li>2. Build deeper understanding of literacy through student and teacher discussions by analyzing literacy concepts. Teachers will be provided professional development to support an environment where students will participate.</li> <li>3. Provide an environment where students can develop, explain, and improve their Language Arts comprehension and writing ability.</li> </ol>

	<p>4. Provide different settings such as whole class, small groups and individuals to ensure opportunity for discussion, high engagement, and opportunity to teach specific skills needed for at-risk and EL Learners.</p> <p>5. Extended learning times will be provided in the form of extended day kindergarten, preschool, and after school programs. Teachers will be provided compensation at contract rate.</p> <p>6. Assistants and teachers will provide enrichment and RTI in small group settings using Walk to Read.</p> <p>7. Teachers will be provided compensation for working beyond contract hours while attending family nights and professional development and providing student instruction.</p> <p>8. Extra supplies, materials and technology will be provided as needed for student instruction and professional development.</p> <p>9. Teachers will be hired to reduce class size.</p> <p>10. Additional teachers will be hired to teach RTI and enrichment classes.</p> <p>11. Teacher Specialists will be hired to provide teacher support to improve instruction and provide professional development.</p> <p>12. Substitutes will be provided for teachers to attend professional development.</p> <p>13. Enrichment classes, assemblies, field trips and activities to support the Utah Core Curriculum will be provided for students. This will be paid for through Title One funding, district gifted grants, Jordan Education Foundation, SCC, and PTA donations.</p> <p>14. Teachers will create common grade level scope and sequence for the year and create common lesson objectives to guide Tier I instruction.</p> <p>15. Teach core curriculum (review to solidify and enrichment to explore) through arts and movement. The guaranteed five learning objectives for each grade level will be taught using arts and kinesthetic activities.</p> <p>16. Short term plans will be implemented to support literacy. “Teachers will be able to plan, write and incorporate clear, focused content and language objectives in daily literacy lessons by using “I can” statements to increase student learning, depth of knowledge and focus.</p> <p>17. Celebrations to acknowledge successes.</p> <p>18. There will be intentional focus on and monitoring of Tier I instruction that aligns DOK of core standard with content objectives and activities, and assessments with high student engagement to insure high outcomes of student achievement.</p>
<p>Evidence-Based Research Support</p>	<p>EVIDENCE-BASED IMPROVEMENT: SEA GUIDANCE FOR EVIDENCE-BASED INTERVENTIONS and LEA INVENTORY OF CURRENT PRACTICE.</p> <p>ISE, REL: Conducting Relevant Research through Networked Improvement Communities.</p> <p>Best Practices in Literacy instruction(4<sup>th</sup> ed.) Fountas and Pinnell, New York, NY, 2011.</p> <p>U.S.Department of Education: <b>Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments.</b></p> <p><a href="https://ies.ed.gov/ncee/wwc/.../InterventionReports/wwc_ leveledliteracy_091917.pdf">https://ies.ed.gov/ncee/wwc/.../InterventionReports/wwc_ leveledliteracy_091917.pdf</a></p>

<p>Expected Impact in Core Academic Areas</p> <p>(How will success be measured on an annual basis?)</p>	<p>Expected Impact in core academic areas will increase depth of knowledge and proficiency in Core Language Arts content by 8% assessed with RISE, SRI reading levels, Acadience, Pre and Post Benchmarks for Language Arts.</p> <p>Teachers will track student progress of Student Learning Outcomes by giving the JSD Language Arts pre-test benchmark and end of year post-benchmark. Daily quick checks will be given and the end of Tier I instruction to identify individual student understanding. Common assessments will be given every two weeks to check progress of Tier II. This will guide instruction and identify if the student needs further interventions. Formative assessments and mid-year common assessment will be given to guide instruction. Other JSD created benchmarks will be given as scheduled. Interim and benchmarks RISE tests will be given to increase knowledge and direct instruction.</p>
<p>Professional Development to Support Strategies</p>	<ol style="list-style-type: none"> <li>1. Grade level Language Arts professional development will be held during PLC.</li> <li>2. PLC and common planning time will be provided weekly.</li> <li>3. Coaches and principals will observe classroom instruction and identify Tier I literacy strengths and areas for growth.</li> <li>4. Coaches will provide support to grade levels and individual teachers.</li> <li>5. Teachers and coaches will be given opportunities to attend embedded and beyond contract professional development at school and conferences and district classes to increase knowledge in Language Arts as applicable.</li> <li>6. Qualified presenters may be hired as needed.</li> </ol>
<p>Timeline</p>	<p>One weekly PLC will be utilized to provide each grade level individualized professional development in content and pedagogy.</p>
<p>Responsible Parties</p>	<p>Lisa Robinson (Title One Director), Ardy Vallett (Title One Teacher support), Michelle Lovell and Toni Lasater (District Literacy Curriculum Directors), Vickie Daniels and Suzette Johnson (Majestic teacher specialists), Trudy Jack (Assistant Principal), and Marianne Johansen (Principal).</p>
<p>Evaluation Process</p> <p>(How will the school monitor the implementation of the strategies and action steps associated with this goal?)</p>	<p>Informal and formal observations. The JSD pre-test benchmark will establish the baseline for the year. Three other benchmarks will be used as formative assessments to track student progress and mastery. Student progress will be monitored and evaluated through Acadience, SRI tests given quarterly (4-6), Walk to Read assessments, and monthly reading progress will be assessed through running records. During PLC, each grade level will use formative and district assessments to help teachers make decisions on how best to align Tier I and Tier II instruction to support student progress. Interim and benchmarks RISE tests will be given to increase knowledge and direct instruction.</p> <p>Teachers will analyze essays by using common rubrics and Utah Compose. Teachers will discuss student work samples in PLCs to determine growth and need for further Tier I instruction or RTI. Weekly participation in PLC's will result in the generation and implementation of effective strategies which teachers can use to support continued progress.</p>

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**Schoolwide Reform Goals and Strategies Form**

**Mathematic Goals**

SMART Goal	The goal for Majestic administrators, leadership, faculty, staff, and students is to increase student proficiency by 5% and to ensure a year’s growth for each student in mathematics. Mathematics Proficiency was 17% in 2021-22. The Majestic goal for Mathematics Proficiency for 2022-23 is 23%.
Strategies	<ol style="list-style-type: none"> <li>1. Collaborative experiences: build lessons and common assessments, provide a master schedule for PLC and common planning time during science, media, art and music. Assistants and teachers will be hired as needed to support common planning time.</li> <li>2. Build deeper understanding of mathematical understanding through student and teacher discussions by analyzing mathematical concepts. Teachers will be provided professional development to support an environment where students can participate in an education that will serve at-risk and ELL student needs.</li> <li>3. Provide a setting where peers (student to student or teacher to teacher) can develop mathematical concepts, explain, and prove their mathematical thinking.</li> <li>4. Provide different settings such as whole class, small groups and individuals to ensure opportunity for discussion, high engagement and opportunity to teach specific skills needed.</li> <li>5. Extended learning times will be provided in the form of extended-day kindergarten, preschool, and after school programs. Teachers will be provided compensation at contract rate.</li> <li>6. Assistants and teachers will provide enrichment and RTI in small group settings.</li> <li>7. Teachers will be provided compensation for working beyond contract hours while attending family nights, professional development, and providing student instruction.</li> <li>8. Extra supplies, materials and technology will be provided as needed for student instruction and professional development.</li> <li>9. Teachers will be hired to reduce class size.</li> <li>10. Additional teachers will be hired to teach RTI and enrichment classes.</li> <li>11. Teacher specialists will be hired to provide teacher support to improve instruction and provide professional development.</li> <li>12. Substitutes will be provided for teachers to attend professional development.</li> <li>13. Enrichment classes, assemblies, field trips and activities to support the Utah Core Curriculum will be provided for students. This will be paid</li> </ol>

	<p>for through Title I, district gifted grants, Jordan Education Foundation, SCC, and PTA donations.</p> <p>14. Teachers will create common grade level scope and sequence for the year and create common lesson objectives to guide Tier I instruction.</p> <p>15. Teach core curriculum (review to solidify and enrichment to explore) through arts and movement. The guaranteed five learning objectives for each grade level will be taught using arts and kinesthetic activities.</p> <p>16. Plans will be implemented to support mathematics. Teachers will be able to plan, write and incorporate clear, focused content and language objectives in daily math lessons by using “I can” statements to increase student learning, depth of knowledge and focus.</p> <p>17. Celebrations to acknowledge successes.</p> <p>18. There will be an intentional focus on and monitoring of Tier I instruction that aligns DOK of core standard with content objectives and activities, and assessments with high student engagement to ensure high outcomes of student achievement.</p>
<p>Evidence-Based Research Support</p>	<p>EVIDENCE-BASED IMPROVEMENT: SEA GUIDANCE FOR EVIDENCE-BASED INTERVENTIONS and LEA INVENTORY OF CURRENT PRACTICE.</p> <p>ISE, REL: <a href="#">Conducting Relevant Research through Networked Improvement Communities.</a></p> <p>U.S.Department of Education: <b>Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments</b>  <b>Houghton Mifflin</b>  <a href="https://www.hmhco.com/.../mathematics/...math/research-based-framework-130124.p...">https://www.hmhco.com/.../mathematics/...math/research-based-framework-130124.p...</a></p> <p><b><a href="#">IRIS   Page 3: Evidence-Based Mathematics Practices</a></b>  <a href="https://iris.peabody.vanderbilt.edu/module/math/cresource/q1/p03/">https://iris.peabody.vanderbilt.edu/module/math/cresource/q1/p03/</a></p>
<p>Expected Impact in Core Academic Areas</p> <p>(How will success be measured on an annual basis?)</p>	<p>Expected impact on core academic areas will increase depth of knowledge and proficiency in Core Mathematics content by 5%. Teachers will track student progress by giving the JSD Math pre-test benchmark and end of year post-benchmark. District evaluators will administer the Acadience Math assessment in grades K-3. Daily quick checks will be given and the end of Tier I instruction to identify individual student understanding. This will guide instruction and help identify students' that need further interventions. Formative unit assessments and mid-year common assessment will be given to guide instruction. Teachers will work collaboratively to create lessons tailored to skill needs. Through close monitoring and intentional interventions student progress is expected.</p>
<p>Professional Development to Support Strategies</p>	<ol style="list-style-type: none"> <li>1. Grade level math professional development will be held during PLC and faculty meetings.</li> <li>2. PLC and common planning time will be provided weekly.</li> <li>3. Coaches and principal will observe the classroom and identify Tier I mathematic strengths and areas for growth.</li> <li>4. Coaching will also be provided as requested by grade levels or individual teachers as needed.</li> <li>5. Teachers and coaches will be given opportunities to attend embedded and beyond contract professional development at school, conferences and district classes to increase knowledge in math as applicable.</li> <li>6. Qualified presenters may be hired as needed.</li> </ol>

Timeline	Weekly individual coaching meetings, weekly coaching PLC meetings for each grade level, Acadience testing three times during the year, math unit tests at the end of each unit, professional development utilizing JSD math specialists during the 2022-23 school year
Responsible Parties	Melissa Garber, curriculum department, Lisa Robinson, Title One Director, Ardy Vallett, Title One Teacher support, Suzette Johnson and Vickie Daniels, Majestic teacher specialists, Trudy Jack, Assistant Principal, and Marianne Johansen, Principal.
Evaluation Process  (How will the school monitor the implementation of the strategies and action steps associated with this goal?)	Informal and formal observations. Assessments will be reviewed during PLC. Teachers will evaluate their effectiveness of strategies used during instruction through the review of common assessments. Data will be analyzed by student proficiency results. Tier 1 instruction and RTI groups will be created and monitored weekly. SLO progress will be the major focus. On-going benchmarks assessments will also guide Tier I, II and III instruction. Interim and benchmarks RISE tests will be given to increase knowledge and direct instruction.

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**Schoolwide Reform Goals and Strategies Form**

**Climate Goals**

SMART Goal DATA: The 21-22 School Title One Survey had 20 parent responses. Survey results. 100% of Majestic patrons felt welcomed by faculty and staff, that the school offers engagement activities and materials that assist parents with helping their children achieve academic success, and that the school communicates with parents as partners in education. 85% said they know how to reach out for additional help for their child if it is needed, and 73% said they felt that there are a variety of opportunities for parents to volunteer at school.	<p>Majestic's Goal will be to reduce major office referrals by 50%. Majestic will be a place of learning where teachers, parents, and students take ownership and pride. Majestic teachers will strive to have 95% to 100% student engagement during learning activities. Students will be active in their own learning by having high levels of participation through discussion, analysis using high levels of Bloom's Taxonomy. Teachers will challenge student thinking by using questions that press for depth of knowledge. Arts integration strategies will be used to increase engagement and provide opportunities for students to practice higher order thinking skills.</p> <p>Increase School, Community, and Parent Partnerships by 50%: School, community, and parent partnerships through in person registration, APPT and parent nights, book sales, content night, parent classes, and activities will be held by grade level and whole school to help increase School, Community, and Parent Partnerships that support their children's learning. Parents are involved in their child's learning through increased communication and participation in school activities. There is two-way communication near 100% of the time in both English and Spanish. Parents are involved in the decision-making processes by being involved in School Community Council, Parent-Teacher Association and CSIP leadership, and parent leadership. Parent classes are held in the Family Learning Center for GED, English, and computers.</p>
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<p>Strategies</p>	<ol style="list-style-type: none"> <li>1. Majestic teachers will strive to have 95% to 100% student engagement during learning activities.</li> <li>2. Students will be proactive in their own learning by having high levels of participation through discussion, keeping personal data, using analysis to determine their progress and set goals.</li> <li>3. Teachers will challenge student thinking by using questions that press for depth of knowledge.</li> <li>4. Majestic will provide opportunities for consistent communication about their child's academic and behavioral progress. Parents will be invited to attend school programs.</li> <li>5. Parents will be encouraged and invited to be involved in their child's learning and participate in Parent Night Activities. Parent involvement funds (7803) will be used to increase parent participation. Refreshments may be provided as needed and within Title One funding guidelines.</li> <li>6. Parents will be given a parent version of Student Learning Objectives. Teachers will send home support strategies with homework assignments.</li> <li>7. Positive student behavior will be promoted in the classroom and during unstructured time by creating systems within the school to provide structures and consistent expectations and recognitions. Games are taught during physical education to help students have common rules for healthy play.</li> <li>8. The Family Learning Center uses Joyce Epstein's six elements of family involvement as the foundation for all activities. Families are encouraged and trained in skills so they can support their children at home, and advocate for their children. <i>Learning at Home</i> (Make &amp; Take), <i>Parenting</i> (Routines &amp; Procedures), and <i>volunteering</i> (learn, create, share). In addition, we will continue to offer GED, Computer and English classes, and will extend our parenting skills classes. Parents are sharing what they learn from the Internet with each other. Parents are volunteering at the school. The FLC has become a hub for parents to find support and to find others to support. If needs exist, families are provided extra support. We have also added a parent check out area (books/resources) to our center and a computer area where parents who speak limited English, and their children, can work through <i>Imagine Learning</i>, a leveled interactive program for MLs.</li> <li>9. Pre-School will be provided in a Majestic Preschool program. Specialists, teachers, and assistants will be hired to coordinate needed services.</li> <li>10. Involve parents in the decision-making process on the School Community Council, Parent Teacher Association and School Leadership Committees.</li> <li>11. Hire a psychologist to support students with extenuating needs and positive behavior skills.</li> <li>12. Professional development incorporating language arts, math, and science, and MTSS will be provided. Substitutes, off-contract compensation will be provided.</li> <li>13. A school psychologist and school counselor will be employed to support student social and emotional needs</li> <li>14. School, Family, and Community Partnership at Majestic Epstein's Six Types of Involvement (NCLB)</li> </ol>
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Using your school's Goals/Action Steps, please indicate, where applicable, Goals/Action Steps that address the following family and community involvement types:

Type 1: Parenting: Assist families with parenting and setting home conditions for learning, and assist schools to understand families.

- Family Learning Center works with Spanish speaking parents on parenting throughout the year.
- As the principal, I meet with parents concerning parenting on a regular basis.
- School Bulletin Board provides parents with information on parents training opportunities.

Type 2: Communicating: Communicate with families about school programs and student progress through effective school-to-home and home-to-school communications.

- Almost 100% of communication is translated into Spanish. School Newsletter and on-line calendar keeps parents informed of upcoming events, educational opportunities and opportunities.
- School Marquee notifies families of upcoming events and deadlines.
- Skylerts are sent home along with 3-7 flyers to remind parents of events and opportunities. Flyers and Skylerts are sent home in Spanish and English
- Two-way survey provided by District Educational Support will be sent to every parent.
- Two-way SCC survey will be distributed.
- Opportunity to vote on SCC was distributed.
- PTA and SCC meetings are advertised and parents are invited to attend.
- Teachers and staff make personal calls home for positive reasons to celebrate students' success.
- Teachers and staff make personal calls home to notify parents of concerns. Collaboratively parents, teachers and the administrator will work to support students' needs.

Type 3: Volunteering: Improve recruitment, training, work, and schedules to involve families as



volunteers and audiences at the school or in other locations to support students and school programs.

- PTA sponsored family nights
- Title One sponsored family nights will be used to help parents and students interact and will provide opportunities for students to teach their parents what they are learning.
- Several class and school programs will provide opportunities for parents to attend as audience members.
- Family Learning Center parents provide two to three hours of service weekly.
- Parents and grandparents volunteer in the classroom to help students in small groups.
- Parents and guardians accompany classes on field trips.
- Parents from the Family Learning Center and the PTA will participate in service projects for the school.

Type 4: Learning at Home: Involve families with their children in learning activities at home, including homework and other curriculum-related activities and decisions.

- Newsletter will provide parents with grade level focus on curriculum and ways the parents could support education in the home. Upcoming curriculum will also be covered.
- Parents will be given two or more progress reports each grading period
- Utah Core information will be distributed to each parent at parent conferences.
- Grade level information on content including ideas on how parents can support their child's academic progress.
- Parent and student information (Rise Nights) will teach parents how to access RISE at home and to try it with support.
- Utah Core information nights will be held to help parents understand the core and how to best support their child
- Customized Rise review questions will be created to provide for at-home access for review and learning experiences.
- Family Learning Center provides parents with ideas on how to support education in the home

- Parent-Teacher Conference nights are used to help parents and teachers discuss how to support student education. Together students, parents and teachers will set goals
- Adult GED graduation and course completion celebration will be held during the school year to support parents as positive educational role models in our community.

Type 5: Decision Making: Include families as participants in school decisions, governance, and advocacy through PTA/PTO, school councils, committees, action teams, and other parent organizations.

- Parent information meetings about Title I benefits are held with PTA/SCC and the Family Learning Center.
- Parents are invited to attend PTA/SCC; meetings will be held four or more times during the year.
- CSIP Parent, Teacher and Administrator yearly planning meetings will be held annually or as needed.
- PTA/SCC members participate in decision making concerning safety, school use of Land Trust funds.
- A leadership group of parents will attend a Data Meeting to analyze students' academic progress and make decisions on academic focuses.

Type 6: Collaborating with the Community: Coordinate community resources and services for students, families, and the school with businesses, agencies, and other groups, and provide services to the community.

- State representatives will meet with parents to help them find scholarships for their children.
- Sanctuary employees will teach financial responsibility.
- Immunization Clinic will be held at Majestic.
- Breakfast Program is provided.
- Summer Feed Program will be held this summer.
- Blessings in a Backpack and Principal's Food Pantry support immediate food and clothing needs.
- Quarters for Christmas will supply shoes for several families.
- Operation School Bell supplies shoes and coats for students.
- Utah Food Bank monthly provides food for students.

	<ul style="list-style-type: none"> <li>● Majestic, District, and the community sponsor several families for Christmas.</li> <li>● SMILES provides free dental care for students.</li> <li>● Parents are connected with needed resources to improve family health and well-being: <ul style="list-style-type: none"> <li>○ Heat</li> <li>○ CHIP</li> <li>○ Food Bank</li> <li>○ Eye Glasses</li> <li>○ Gas for transportation to and from school</li> <li>○ In critical situations, medical</li> </ul> </li> </ul>
Evidence-Based Research Support	<p><b>Video Collection: Attendance Matters! (ISE.REL)</b></p> <p><b>Video: Voices from the Field: The Importance of Trauma-Informed Practices (ISE.REL)</b></p> <p><b>Advancing Home-School Relations through Parent Support?</b> Bergnehr, Disa – Ethnography and Education, 2015 (ERIC)</p> <p><b>Parent Support of Preschool Peer Relationships in Younger Siblings of Children with Autism Spectrum Disorder (ERIC)</b></p> <p><b>Parents' Support during Different Writing Tasks: A Comparison between Parents of Precocious Readers, Preschoolers, and School-Age Children</b> ERIC</p>
Expected Impact in Core Academic Areas  (How will success be measured on an annual basis?)	<p>Expected impact on core academic areas will increase depth of knowledge and proficiency in Core Mathematics and Language Arts content by 8%. Track number of parents participating in school activities. Track parent participation as volunteers and hours of volunteer service given in the school. Track parent participation in English, GED and computer classes. Track parent participation in School Community Council, Parent-Teacher Association and CSIP leadership and parent leadership,</p> <p>Skyward and Educator’s Handbook data for major and minor behavior entries, Stop to Think and positive rewards data.</p>
Professional Development to Support Strategies	<ol style="list-style-type: none"> <li>1. MTSS modules will be used to support teachers in best practices to promote positive student behavior and compliance.</li> <li>2. Teachers will be paid in-service rate for attending training during off contract time.</li> <li>3. Qualified presenters may be hired as needed.</li> <li>4. Preschool and parenting classes will be provided.</li> <li>5. Hold School Leadership Committee Meetings to inform parents of school progress and to help them be informed decision makers.</li> </ol>
Timeline	<p>Monthly meetings held by JELL team. The 60-Day planning team will also be involved in setting school-wide behavior expectations, professional development, support and celebrations.</p>

Responsible Parties	Melana Kasper (School Psychologist), Trudy Jack (Assistant Principal), and Marianne Johansen (Principal); JELL Team: Linzi Pettey, Loran Ross, Ishel Brimhall, Meredith Llewelyn, Lisa Blodgett, Olivia Murphy, Suzette Johnson, Vickie Daniels, Trudy Jack, and Marianne Johansen
Evaluation Process  (How will the school monitor the implementation of the strategies and action steps associated with this goal?)	JPAS formal observation and informal class observations will be conducted that will focus on improving instruction to increase student achievement. Data will be reviewed monthly by the behavior committee to provide positive recognition and support teachers and students. Celebrations will be scheduled to promote positive behavior.

### Template Matrix for Combining Funds to Support Our Schoolwide Program

Program	Amount Available	How the Intents are Purposes of the Program will be Met
Title One, Parent Involvement,	\$260, 192.15	Instructional coach to support Tier 1 instruction, smaller class sizes to provide small group and individualized targeted instruction. Professional development instructors to teach and support application of evidenced-based best practices. Family Learning Center to support parent education and parenting skills. In-service pay for teachers for participating in after contract professional development. Contract pay for teachers participating in night parent/student activities. Enrichment materials, technology and software to support student learning. Classroom assistants and support staff for small group or individual instruction. Funding for an after school program to support additional learning needs.
Land Trust	\$30,390.67	Reading Coach (.5) to enhance and support student intervention
EARS	\$39,040	Interventionist to support Tier 2 instruction
In Lieu of Fees	\$22,471.66	Teacher for rotations and RTI.
District Supply Budget	\$16,000	Support communication between families and school, supplies to enhance classroom instruction.

JSD 0050/	1 FTE	Extra FTE was allocated to Majestic to support a classroom size.
JSD Text Book	\$6,000	Textbooks to support student learning at home and in the classroom.
TSSA	\$44,882.73	Professional development, opportunity to implement the professional development, and tracking data for success.
District 7803	\$2,200	Family Outreach and support
Technology	\$34,790.16	Laptops, Chromebooks, software, tech, computer assistant

OEK and 5805	1.5 FTE	Full time kindergarten teacher and .5 coach
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Title One Set Aside	\$20,000	Part-time preschool teacher
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